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ABSTRACT

This brief summary outlines the activities and findings of the research and development efforts of the Kamehameha Early Education Program (KEEP) from 1971 to 1976. The paper suggests that the original goals of the program were met and that the initial operating procedures agreed upon by KEEP and the Hawaii State Department of Education were followed throughout the 5-year period. The phasing of the program and the guidelines which shaped the research projects are described and some research findings are briefly summarized. (BD)

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KEEP

Five-Year Summary Report

March, 1976

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

This is the Five-Year Report of the Kamehameha Early Education Program, which summarizes the findings and activities of KEEP's research and development since 1971.

The report consists of the following:

1) This brief introduction.
2) A list of the 34 major findings, briefly stated.
3) A set of five overview reports, which integrate the research findings of the five major lines of inquiry; plus an introduction to the findings, addressed to a professional and scientific audience.
4) The 60 Technical Reports on individual studies, which are available on request.

When the Kamehameha Schools/Bishop Estate Trustees adopted the KEEP proposal in 1971, it included seven goals for 1976.

Have the KEEP goals been met? Yes.

These seven goals were:

1. The presence of trained and experienced School, Demonstration, and Family Study Units.
2. A fully operational Demonstration School.
3. Five years of cooperative experiences between the Kamehameha program and the DOE.
4. Three hundred pupil/years of education provided to the students of the Demonstration School.
5. Consultation services provided to three target school areas, representing perhaps three to four thousand school enrollment annually.
6. Immediate Kamehameha service to important and sensitive Hawaiian problem areas.
7. A blueprint for the future.

With the exception of minor administrative details,* all goals have been met.

Relationships Between KEEP and the Department of Education

On October 20, 1971, a Letter of Agreement between Kamehameha Schools/ Bishop Estate and the State Department of Education was signed, which included seven points.

Has the Agreement been kept? Yes.

1. All financial obligations for KEEP rest with the Kamehameha Schools/ Bishop Estate.

   In fact, all expenses for KEEP consultation have been borne by KEEP. The only cost to the DOE has been in kind.

2. KEEP desires to learn from, build upon, and assist public school programs, not to compete with the DOE's efforts or to replace them.

   This agreement has been maintained by both parties, both in spirit and in fact.

3. At their mutual convenience and discretion, Kamehameha Schools/ Bishop Estate and the DOE will exchange any information which is available or can be acquired on the educational condition and demographic situation of the Hawaiian/part-Hawaiian school age population, keeping in mind the welfare of the child and his right to privacy.

*Goal #1. Internal organization was changed; the three units were re-described.
Goal #4. The true figure is 280 child/years; size of classes was changed from 30 to 28 to more nearly meet the comparable DOE teacher/pupil ratio.

Information has been exchanged in both directions, in a spirit of cooperation. Both parties have been careful of the rights of children.

4. While designed to provide special help to Hawaiian/part-Hawaiians, KEEP should benefit all children of Hawaii.

   KEEP's school includes 25% non-Hawaiian children. The consultation program to DOE schools has served classrooms with children of all ethnic backgrounds.

5. The DOE will participate in the development of plans for KEEP which affect the public schools.

   Every instance of joint activity has included the active participation of DOE personnel at the appropriate level, from the Board of Education to the individual classroom teacher. No KEEP work with the schools has been undertaken without the full participation and cooperation of the responsible DOE individuals.

6. The Board of Education reserves the right to review KEEP's planning and development and to accept or reject any or all phases of the program which affect the public schools.

   Since the Letter of Agreement was signed, KEEP has twice presented its plans and findings to the Board of Education, which reviewed them with interest and support. Another such meeting will be requested by KEEP for Fall of 1976.

7. Working cooperatively, both the Kamehameha Schools/Bishop Estate and the DOE are striving to serve Hawaii's school-age population in an effective and responsible manner.

   Both parties believe that they are so doing, and will strive to always do so. The cooperation is unquestionable, and represents a major achievement of the five-year period. It has proven possible to maintain aloha and productive joint efforts between the two institutions.

The Letter of Agreement has been kept.

Phasing

The development of KEEP was planned to occur in five one-year increments. All steps scheduled for each of the five years have been instituted.

The one major distortion of the original plan was a one-year delay in the construction of the Research and Demonstration School, a delay altogether beyond the control of the KEEP staff.

The original plan specified a one year start-up period, to allow for (a) development of relationships with the DOE; (b) research planning; and (c) a review of relevant Hawaii and Mainland programs.

Because of the lead-time necessary to digest research findings, of necessity, most of the work under way in the 1975-76 school year is not included in this report.

What is presented here represents two and one-half years of research and development activity.

The Research Guidelines

KEEP has set a firm standard for its work: Everything must be real. A real school; children who are really representative of urban school problems;

research questions which have real importance for public education. This is not the way ordinary social science works. Usually, science attempts to control conditions so precisely that one small element at a time can be understood. This method can gradually build scientific understanding. Unfortunately, this approach may not lead to solutions of real-world problems, because over-controlled situations may no longer resemble the real and complicated struggles of the classroom teacher. We have insisted on maintaining what scientists call "external validity"; that is, our findings must truly speak to the issues in public education of Hawaiian children. Lines of research are continuously examined with this question: Will these findings lead to better education in public school classrooms? If the answer is "no"--even if the work might have theoretical interest--we replace that line with another.

What has KEEP learned?

Linguistics

Speaking pidgin is not a significant barrier to academic achievement. Children who speak pidgin well also speak Standard English well. The problem is the large number of children who show poor oral language skills in general, in Standard or pidgin.

Industriousness

Contrary to popular stereotype, the KEEP child can be an industrious student. Hawaiian-American children in rural and urban schools can also be more industrious, when teacher behavior is correct. But increasing industriousness alone will not produce satisfactory academic achievement, especially in reading, given available school curricula and resources.

Ability and Academic Achievement

Eighty-five percent of KEEP children are capable of average or above academic achievement, though all do not now reach their potential. After

completing kindergarten, the KEEP average IQ is at the national average. About 10-15 percent of KEEP children have serious intellectual/learning deficiencies that require special education.

Reading and Curriculum Development

Currently available curricula, especially reading programs, do not adequately or appropriately instruct the Hawaiian-American child. In addition to increasing industriousness, developing programs for strengthening oral language and verbal-thinking skills, and altering currently available reading programs will be necessary.

Training/Consultation

Teachers at KEEP and in the DOE can be trained to work more effectively with children such as those at KEEP. Forms of in-service training developed by KEEP offer practical and effective avenues for remedying Hawaiian-American educational problems state-wide.

Kamehameha Schools/Bishop Estate can work cooperatively and effectively with the DOE at all levels. KEEP has successfully consulted to teachers in rural and urban schools, on Oahu and Hawaii. There are other important consultation forms that should be explored.

Why are these Findings Important?

KEEP research has shown to be false three of the most popular explanations of KEEP children's academic problems.

1. It is not true that KEEP children cannot learn to be industrious.
2. It is not true that speaking pidgin seriously interferes with school learning.
3. It is not true that most KEEP children are intellectually incapable of satisfactory achievement.

By eliminating the above, KEEP has narrowed the number of program approaches to be considered, thus reducing demands on scarce resources. These findings may serve a similar conservation function for the DOE, thus ultimately increasing resources available to Hawaiian-American children in public schools.

A much sharpened focus for future research and program development has been defined.